

## Online Gamers Towards Academic Attitude

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#### Abstract:

Online games, also known as video games, can be played online by any person who has access to the internet. Online game addiction has given challenges to students who were playing online games excessively. The researchers observed that there were positive and negative effects of playing online games that can be seen in some students. With these observations, the researchers made the decision to carry out this study to ascertain whether playing online games like Mobile Legends (ML), Valorant, Dota, League of Legends (LoL), and Call of Duty (CoD) does, in fact, affect students' academic performance. Participants in this study who played online games included 96 students from the School of Technology in the local college. This quantitative study utilizes an adapted survey questionnaire. The result of this study revealed that the academic performance of the students was neutrally affected, which means that playing online games has both positive and negative effects. The study suggested that students' academic performance has been affected because of their inability to concentrate on homework or other activities due to their excessive online gaming, which appears to be addictive and time consuming. However, the findings also suggested that playing online games improves student performance in class and their cooperation skills. The researchers also concluded that students played online games for excitement, pleasure, or fun. This study revealed that when playing online games with friends or family to pass the time, students find it interesting, enjoyable, exciting, and engaging, especially when it brings them thrills.

Keywords: Academic Performance, Effects, Online Games, and Students

#### Introduction:

With the advent of technology, there are lots of products that were on the market. One of these is online games. Online gaming is pervasive in this era. Agag (2019) cited that online gaming is one of the quickly expanding internet-based entertainment sectors (Koo, 2009; Lee & Tsai, 2010; Snodgrass et al., 2017). Online gaming is also one of the most popular recreational activities for many individuals (Islam et al., 2020), where teenagers play online games during their free time. With this, people playing online games excessively have led to game addiction. Students' attitudes toward learning, academic attention, and behavior/personality have all been challenged by playing online games since they introduce a variety of behaviors that affect players in different ways (Aviso et al., 2021).

The researchers observed that the effects of playing online games can be seen in some students. With these, the researchers decided to carry out this study to ascertain whether playing online games like Mobile Legends (ML), Valorant, Dota, League of Legends (LoL), and Call of Duty (CoD) affect students' academic performance. The purpose of this study is to determine how internet gaming influences students' academic performance positively as well as negatively. This study helps to address the problem by proposing an enhanced academic program named "Online Study Habits," where the students, parents, and teachers' participation is necessary to be aware of the effects of playing online games.

#### Literature Review:

Online games are introduced and continue to grow in popularity with the revolutionary technology's immensity, especially among youths and students. One of the preferred pastimes or habits of teenagers is playing internet games. Online games are introduced and continue to grow in popularity with the revolutionary technology's immensity, especially among youths and students. One of the preferred pastimes or habits of teenagers is playing internet games. Jiang (2013) cited the work of Chen et al. (2005); Lu and Wang (2008); and Huang and Hsieh (2011), which claimed that playing online games is a typical kind of online amusement.

According to Jackson et al. (2008), as cited by Wright (2011), online gaming play time is a poor indicator of academic success, with more frequent players receiving lower grades than less frequent players. Chou and Hsiao (2000) reported in their study that due to extensive online gaming usage, students might experience specific academic issues, like dropping out or losing interest in learning.



According to some researchers, playing online games is beneficial to students when it comes to their academic performance, which contradicts the previous findings of other researchers. A study conducted by Bachhuber and Saulnier (2012), which was cited by Cabuyoc (2020), concluded that a student's ability in reading comprehension could be improved by playing online games.

Playing online games does not only affect the academic performance of the students, but it also affects their attitude toward class, study habits, and the student's behavior/personality (Aviso et al., 2021). Someone who excessively plays online games will often avoid sleeping or eating proper meals to continue gaming, which affects the students' attitude toward class and study habits.

**Research Method:**

To collect the data required for the study, the researchers employ a quantitative research design, specifically the descriptive research design. Descriptive research aims to describe a population, phenomenon, or situation thoroughly and methodically. This study employs convenience sampling, a non-probability sampling technique, in which the researchers select the respondents based on their availability, willingness to participate, and compliance with the specified inclusion criteria. The participants or respondents of this study were students from the local college of the School of Technology. They were chosen through convenience sampling. Thus, researchers also placed a high priority on the inclusion criteria. The researchers used a survey questionnaire adapted from Kamal & Wok (2020) and Aquino (2019) to determine how playing online games affects students' academic performance towards local college students. In addition, the researchers used a modified questionnaire by Landers (2013) to identify the factors of why students play online games.

**Findings and Discussion:**

The data were presented in a tabular form in response to the precise questions posed in the statement of the problem.

Part 1. Effects of Playing Online Games  
Comparison of Effects of Playing Online Games

<b><i>EFFECTS OF PLAYING ONLINE GAMES</i></b>	<b><i>GWM</i></b>	<b><i>DE</i></b>
<i>Attitude Towards Class</i>	<b>2.59</b>	<b>D</b>
<i>Academic Attention</i>	<b>2.69</b>	<b>N</b>
<i>Students Behavior/Personality</i>	<b>2.61</b>	<b>N</b>

**Legend:**

*5.00 - 4.21 – Strongly Agree (SA), 4.20 - 3.41 – Agree (A), 3.40 - 2.60 – Neutral (N), 2.59 - 1.81 – Disagree (D), 1.80 – 1.00 – Strongly Disagree (SD), WM – Weighted Mean, DE – Descriptive Equivalent*

As shown in the table above, the student's attitude towards class got the lowest general weighted mean of 2.59. This suggests that playing online games did not affect the student's attitude toward class. The result of the study suggests that students pay attention to essential activities in school, such as studying and doing assignments.

Among all the effects of online games, academic attention had the highest general weighted mean of 2.69 and a descriptive equivalent of neutral. This indicates that positive and negative effects can be seen on students' academic achievement when playing online games. This concludes that the effects of playing online games may be positive or negative depending on why students play and how they use online games.

Part 2. Factors in Playing Online Games  
Comparison of Factors in Playing Online Games

<b><i>FACTORS OF PLAYING ONLINE GAMES</i></b>	<b><i>GWM</i></b>	<b><i>DE</i></b>
<i>Influence of Peers</i>	<b>2.64</b>	<b>S</b>
<i>Excitement/Pleasure/Fun</i>	<b>3.00</b>	<b>S</b>
<i>Escape from Reality</i>	<b>2.60</b>	<b>R</b>
<i>Past Time/Avoid Boredom</i>	<b>2.98</b>	<b>S</b>

**Legend:**

*5.00 - 4.21 – Often (O), 4.20 - 3.41 – Always (A), 3.40 - 2.60 – Sometimes (S), 2.59 - 1.81 – Rarely (R), 1.80 - 1.00 – Never (N), WM – Weighted Mean, DE – Descriptive Equivalent*

Out of all the factors in online games, the result shows that Excitement/Pleasure/Fun has the highest general weighted mean of 3.00 with a descriptive equivalent of "sometimes." This means that Excitement/Pleasure/Fun are the main factors why students play online games. Students play online games for various reasons, including excitement, pleasure, and fun, because they feel satisfied and happy after playing them.

**Conclusion:**

The researchers concluded that the student's academic performance had been affected by their inability to concentrate on homework or other activities due to their excessive online gaming, which appears to be addictive and time-consuming. However, the findings also suggest that playing online games improves student performance in several areas, including their ability to participate in class discussions and improves their collaboration skills. The researchers also concluded that students played online games for enjoyment purposes. When playing online games with their friends or family to pass the time, students find it interesting, enjoyable, exciting, and engaging, especially when it brings them thrills.



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**Research Instrument:**

Part 1. Effects of Playing Online Games (Adapted from Kamal & Wok, 2020 and Aquino, 2019)

Direction: On a scale of 1-5, where 1 is the lowest and 5 is the highest, please put a check (✓) mark in the column if you Strongly disagree, SD (1), Disagree, D (2), Neutral, N (3), Agree, A (4), and Strongly Agree, SA (5) on the statements below concerning the effects of playing online games.

	SD (1)	D (2)	N (3)	A (4)	SA (5)
<b>ATTITUDE TOWARDS CLASS</b>					
1. I tend not to attend classes, just to play online games during school hours.					
2. I frequently neglected important activities (e.g., class, study, assignment) to play online games.					
3. I spend a longer time playing online games rather than studying or doing assignments.					
4. Online games make me socially isolated most of the time in the classroom.					
5. Due to gaming, I'm having bad memorization skills.					
6. Formulate strategies and develop multi-tasking skills.					
7. Enhance problem-solving and logic skills.					
8. Enhance cooperation in a team.					
9. Learn to manage resources that are limited.					
10. I enjoy participating in class discussion					
<b>ACADEMIC ATTENTION</b>					
1. Online games do not make my mind process properly during school hours.					
2. I became absent minded inside the school because of playing online games too much.					
3. I missed some performance task activities due to the distraction of online games.					
4. I decreased my interactions to the class because of online games.					
5. I do not care about how many absences do I have in class.					
6. Playing online games helps me become more creative and imaginative.					
7. Playing online games is one way to develop my high-level thinking skills.					
8. Enhance decision-making.					
9. I actively participate in class activities.					
10. I keep my oral participation active during class discussion.					
<b>STUDENTS' BEHAVIOR/PERSONALITY</b>					
1. I spend a longer time playing online games rather than communicating with my family.					
2. I always get angry and tend to insult other players who make mistakes.					
3. I get very angry when someone or something interrupts me when I am playing online games.					
4. I will curse others if I lose when playing online games.					
5. I always had arguments with others (e.g., family, friends) over my time spent on online games.					
6. Playing online games improves my socialization skills.					
7. Playing online games gives a feeling of happiness and well-being.					
8. I feel relaxed when I play online games.					
9. I play online games to cope with everyday stress or to help with my negative mood states.					
10. I found new friends through playing online games.					



Part 2. Factors in Playing Online Games (Adapted from Landers, R., 2013)

Direction: Kindly evaluate the following statements below about the factors of playing online games based on how you think it applies to you by checking (✓) the appropriate column of Never, N (1), Rarely, R (2), Sometimes, S (3), Always, A (4), and Often, O (5).

	N (1)	R (2)	S (3)	A (4)	O (5)
<b>INFLUENCE OF PEERS</b>					
1. Do your friends influence you in playing online games?					
2. When you want to spend time with friends, do you invite them to a game?					
3. Do you push your friends to play more than they want to?					
4. Does gaming/watching online video games make it easier to relate to other students you know from school?					
5. Does your gaming/watching online video games help you to be a better friend in some way?					
<b>EXCITEMENT/PLEASURE/FUN</b>					
1. Playing online games amuses me.					
2. Playing online games is enjoyable.					
3. When I play online games, it entertains me.					
4. I felt excited when I played online games.					
5. When I play online games, it gives me thrills.					
<b>ESCAPE FROM REALITY</b>					
1. Do you prefer your game character identity to your own?					
2. Playing online games allows me to pretend I am someone/somewhere else.					
3. I enjoy trying out new roles and personalities with my character.					
4. I like to do something that I could not normally do.					
5. in real life through this game.					
6. I play online games so I can forget about school, work or other things.					
<b>PAST TIME/AVOID BOREDOM</b>					
1. Do you find yourself gaming whenever you have free time?					
2. I play online games when I am bored.					
3. I play games so I can get away from what I am doing.					
4. I play online games because it gives me something to occupy my time.					
5. I play online games when I have nothing better to do.					



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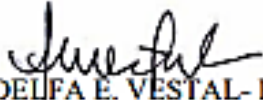
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***CLEARANCE FROM RESEARCH CENSOR***

The research entitled "**Online Gamers Towards Academic Attitude**" prepared and submitted by Julie Ann Germino, Angel Lucero, Rowena Suaybaguio, Shulamite Tachado, Florence Mae Gerona, Alyssa Jeane Baniel, has been thoroughly read and corrected by me as the Research Censor and the manuscript has been edited by the student-researchers.

After compliance with the comments and suggestions given, they have made revisions which are now considered to meet the standard for a quality research output.

  
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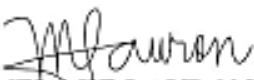
Name of Grammarian: Melojie Lauron

Highest Educational Attainment: Bachelor of Secondary Education major in English

School Office: Affiliation School of Education

This is to certify that the study entitled "**Online Gamers Towards Academic Attitude**" of Julie Ann Germino, Angel Lucero, Rowena Suaybaguio, Shulamite Tachado, Florence Mae Gerona, Alyssa Jeane Baniel, Bachelor of Secondary Education major in English students of Mandaue City College has been checked by Melojie Lauron as Grammarian.

This certification is issued upon request of the group as part of their oral defense requirements. Given this 28th day of June 2023.

  
**MELOJIE LAURON**

Signature over the printed name

Grammarian

